LYONS
Early Childhood School
Work hard, play hard, be kind

Lyons Early Childhood School

Network: South/Weston

Strategic Plan

2018-2022

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School Profile

Vision

Lyons Early Childhood School, in partnership with parents and the community, will maximize the potential of all children to thrive as confident and creative individuals and contribute as full members of their community.

Mission

Our mission is to continue to learn and explore ways to engage young children in ongoing learning for life. To achieve our mission, children, educators, and families will work together to ensure we are providing a positive, nurturing, and safe learning environment.

Values

We value teaching and learning approaches that best prepare children for the complex lives they will lead later in the 21st century.

We support every individual to acquire a solid foundation of knowledge in all learning areas, focusing specifically on literacy and numeracy. We encourage creative, critical thinking, communication and collaborative skills, and building dispositions such as confidence, curiosity, craftsmanship, compassion and resilience.

We value the engagement of parents and carers and their role as the first and continuing teachers of their children. We continue to develop ways to best support their involvement and confidence to engage in their child's learning and school community.

Beliefs

We believe that the early years are the most influential time for building foundations that enable all children to become creative, entrepreneurial, resilient and capable learners.

WORK HARD: We believe young children bring to their learning complex and diverse ways of knowing and communicating. We encourage children to become deeply engaged in authentic and rigorous learning experiences.

PLAY HARD: We believe in learning through play. Play is an intentional thread that is woven into all aspects of the curriculum. We give time to building adults' skills in observing, interpreting and valuing children's play.

BE KIND: We believe in assisting children to learn the power of giving, fostering relationships and building a community of learners. Our learning spaces create an atmosphere for learning which is connected, warm, joyous and inspired.

Priority One: to maximise the literacy achievements of every student in their foundation years of schooling

Student outcomes to be achieved through this priority include:
- improved understanding, use and critical assessment of different communication modes
- Increased numbers of students achieving expected or above expected growth in PIPs
- Increased proficiency in the language of interaction for every student
- Improved use of literacy modes as a social practice

Targets

By the end of 2021 we will achieve:
At least 80 percent of students demonstrate -

- improved proficiency in speaking and listening according to the EAL/D Learning Progression

- expected or above expected growth in PIPs

- Increased proficiency in the language of interaction for every student as demonstrated by the EAL/D Learning Progression
- expert use of a range of literacy modes (for example, reading, writing, digital text) as a social practice at school and at home

- achieved or exceeded Education Directorate benchmarks for reading

- Increased numbers of students reaching at least the achievement standard (C) for English.

National School Improvement Tool – Domain focus: *Domain 6 - Systematic curriculum delivery*
National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*
Education Directorate Priorities: Demonstrate evidence informed decision making, Build a united leadership team

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Improve the capability of teachers to effectively teach reading and writing aligned to the workshop approach through teacher engagement in research about the school's model and by sharing and learning from each other's practice and the support of formalized coaching from pre-school to year two 1.2. Embed the elements of speaking, listening, viewing and creating into the school's workshop models	Term 3 2018 onwards: coaching system is in place to regularly identify teachers' capacity for teaching school's literacy workshop model Term 4 of each year: Teacher action research cycle is completed and analysed to inform next year's practice Term 1 2019 onwards: Use of school's coaching approach is normalized within the school's teaching and learning strategies.	All staff participate and report to team leaders at PLTs and to school leadership team Term 4 each year: Principal coordinates a review and updates the coaching steps and processes in place	Professional Learning (Cognitive Coaching, Fierce Conversations, Building a Feedback Culture) opportunities made available to all teaching staff	Children have developed their knowledge, understanding and skills in receptive and productive modes (listening, reading, viewing, speaking, writing and creating) according to Early Years Learning Framework and Australian Curriculum year level achievement standards

1.3. Strengthen the use of Professional Learning Teams (PLTs) to engage staff in disciplined data conversations about the progress of individual students in reading and writing and identifying ways of meeting need	Term 4 2018: PLTs are implemented as an established practice for data sharing, analysis and moderation Term 1 2019 onwards: cross pollination of teaching teams becomes embedded practice for data sharing, analysis and moderation From Term 4 2019: schoolwide moderation strategies are fully implemented	Deputy Principal leads and oversees the delegation of required tasks to develop systems to monitor and inform student progress	PL for all teachers Directorate assistance with Data Plan development	All teacher planning is a collaborative process. Planning is informed by student progress and disciplined dialogue in PLTs which guide the school's response to intervention for students' knowledge, understanding and skills
1.4. Identify and implement core pedagogical strategies for teaching writing including a focus on the use of technology for the creation of text and play	By Term 4 2019 – Writers Workshop model is fully implemented	Deputy Principal monitors teacher practice and oversees support process to ensure accountability expectations	PL for all teaching staff (Writing focus)	Students understand and effectively use writing as a mode of communication (according to Early Years Learning Framework and Australian Curriculum year level achievement standards)

1.5. Implement a whole of school program for the development of individual student goals for reading and writing	By Term 1 2020: Ongoing: teachers establish personal learning goals that include the behaviours, knowledge or understandings that students identify as important to their own learning. They may relate to general work habits, specific subjects, domains of learning, or a combination of these.	All staff with Support of school leadership team and colleague support at PLTs	Data tracking and analysis in PLTs	A schoolwide literacy action plan becomes an essential blueprint for improving student achievement.
1.6. Support teachers in using data to inform their teaching	Ongoing: Teachers work in PLTs to continuously refine and analyse data collections to inform learning and teaching School leaders collaborate with other ECS school leaders to establish		Provide Coaching support for teachers to implement Reading and Writing Workshops	A LECS Assessment and Data plan clearly outlines the mechanism for identifying students who are not achieving expected growth in Writing and Reading potentially requiring Tier 2 or 3 interventions. Implementation of this will be evidenced by regular use of the PLT Disciplined Dialogue data and a LECS Data Tracker.

	a data set serves to comprehensively meet the needs of children across the ECS cohorts			
1.7. Introduce readily accessible approaches to parents partnering in their child/ren's journey in reading and writing	From Term 2 2018: an information session with a specific teaching/learning focus is offered each term to parents and followed by feedback request to inform future workshops	Deputy Principal/School Leader C coordinates schedule and feedback loop	Parent surveys/feedback	Parent satisfaction data indicates enhanced understanding of and commitment to the school's model for literacy teaching and learning

Priority Two: to maximise the numeracy achievements of every student in their foundation years of schooling

Student outcomes to be achieved through this priority include:
- Increased numbers of students achieving expected or above expected growth in PIPS (Maths)
- Increased numbers of students reaching at least the achievement standard for Mathematics
- increased numbers of students using improved language proficiency to develop knowledge, skills and understandings in Mathematics

Targets

By the end of 2021 we will achieve:
At least 70 percent of students demonstrate:

- At least expected growth in PIPS (Maths)
- reaching at least the achievement standard (C) for Mathematics

At least 80 percent of students demonstrate use of improved language proficiency to develop knowledge, skills and understandings in Mathematics

National School Improvement Tool – Domain focus: *Domain 1 - An explicit improvement agenda*
National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*
  1) Education Directorate Priorities: Foster a learning culture, Demonstrate evidence informed decision making

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1. Develop and implement a whole of school approach to the teaching of numeracy	2018: School audit identifies school practices in the teaching of Mathematics	Teacher leader undertakes teaching practices and resource audits (Mathematics)	Funding is allocated to provide teacher leader time to undertake audits, PL and coaching	There are specific school wide strategies in place to identify and support all students in the area of mathematics. This will be evidenced through the use of consistent language, increasing

			Provide access to Count Me in Too and Principals as Numeracy Leaders (PANL) professional learning for teachers	range of assessment tools and a Mathematics Statement.
2.2. Develop and implement a plan for the collection and analysis of numeracy data	Develop a schoolwide Mathematics Statement. Develop a list of consistent mathematical language for use across preschool to year 2 at Lyons Early Childhood School. Develop an additional assessment tool for consistent use across all classes.		Provide regular sharing of PANL resources for staff.	Teachers are consistently demonstrating the Indicators of Success outlined in PLT processes: • Analysis and Discussion of Data • Differentiation of Teaching and Learning • Strategies to develop an Expert Teaching Team • Planning for Systematic Curriculum Delivery

2.3. Implement a formalized observation, feedback and coaching program in numeracy	By the end of term 4 2018 the school's model for feedback and coaching will be developed. By the end of term 4 2019 the school's model for feedback and coaching will be embedded in the school.	School leaders with the support of the Literacy and Numeracy Teacher Leaders	Regularly scheduled teacher leader/coaching team meetings	Teacher observation cycles focusing of teacher capacity building indicators are a regular feature of Lyons Early Childhood School's assessment schedule as evidence by the regular feedback of this data to staff. Lyons Early Childhood School's teacher leader (mathematics) model includes regular data on the achievements, progress, strengths and needs of individual students being used in to make judgements about individual needs, to identify appropriate starting points for teaching and to personalise teaching and learning activities. Implementation of this will be evidenced by regular use of the PLT Disciplined Dialogue data.
2.4. Strengthen the use of Professional Learning Teams to engage staff in disciplined data conversations about the progress of individual students in Mathematics and identifying ways of meeting need	2018: Team leaders use PLTs to analyse SENA data, audit data From 2019: Mathematics "book club" becomes a	Teacher leader is provided time and support to lead a PLT at least once each term (with a mathematics focus)	Provision of assessment tools and data tracking methods to all teaching staff.	The school's Assessment and Data Plan clearly outlines the mechanism for identifying students who are not achieving expected growth in Mathematics and potentially requiring Tier 2 or 3 interventions. Implementation of this will be evidenced by regular use of the PLT

	feature of PLTs at least twice each term			Disciplined Dialogue data.
2.5. Identify and implement core pedagogical strategies, for teaching mathematics, including the use of digital technologies and play	Teacher leader and team (mathematics) systematically share elements of PANL and other resources to inform teaching and learning	Teacher leader time PANL PL Robotics and coding PL	Regularly scheduled meetings of the Teacher Leader (Mathematics) and Support Team. Time for Teacher Leader (Mathematics) and the Support Team to develop additional games-based assessment tools	Children develop a range of mathematical skills and processes, as evidenced through targeted assessment data in the areas of fluency, understandings, reasoning and problem solving.
2.6. Implement a whole of school program for the development of individual student goals for numeracy	By term 1 2020: teachers establish personal learning goals that include the behaviours, knowledge or understandings that students identify as important to their own	All staff with Support of school leadership team and colleague support at PLTs	Provide Coaching support for teachers to implement	There are specific school wide strategies in place to identify and support students at all levels. This will be evidenced through the implementation of range of documented, researched strategies.

	learning. They may relate to general work habits, specific subjects, domains of learning, or a combination of these.			

Priority Three: build a strong framework that supports successful learning in the early years

Student outcomes to be achieved through this priority include:
- increased satisfaction in parent and teacher survey data about the use of technology with students
- development of capabilities through confident, effective and appropriate application of knowledge and skills in a range of contexts

Targets

By the end of 2021 we will achieve:

All students have developed capability, applying knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

- 100% of curriculum plans include planned teaching of capabilities and dispositions
- 100% of students reflect on their development of dispositions
- Technology targets are met for at least 90 percent of students (against ICT capability learning continuum)

National School Improvement Tool – Domain focus: *Domain 3 - A culture that promotes learning*
National Quality Standard – Quality Area focus: *Quality Area 1 - Educational program and practice*
Education Directorate Priorities: Investing Early, Foster a Learning Culture, Create schools where each student loves to learn

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
3.1 Embed the school's dispositions in planning, teaching assessment and reporting for/of learning	2018: Increase parent understanding of the general capabilities and the school's eight Cs model for teaching dispositions at	Principal/Deputy Principal coordinate and oversee reporting processes to include a Learning Story that reflects student progress in	Dispositions incorporated into school assessment and reporting processes Identify teacher leader roles for	Understanding by Design planning templates include the teaching and assessment of specific dispositions Students develop a range of dispositions as evidenced in teacher planning and data collection and analysis

		Festivals of Learning, Festival of Connection and through a revised school progress report (Learning Story) The 8th disposition (Compassion) is included in the school's approach to specifically teach dispositions By the end of term 4 2020 processes for assessing the dispositions for learning will be formalised	disposition development Principal oversees schedule of community events to facilitate enhanced parent understanding of curriculum delivery		Students transfer and adapt what they have learnt from one context to another
3.2	Develop the capacity of teachers to actively teach the General Capabilities of the Australian Curriculum	2018: TRUST project is implemented to support teaching of the general capability	Principal oversees TRUST PL, mentor group, champion group to set agreed priorities	2018: Timetabling to support whole school PL and mentor and champion group meetings	Students develop relevant knowledge, skills, behaviours and dispositions at particular points of schooling as evidenced by the Learning Continua of each capability (Australian Curriculum)

| | Personal and Social Capability From 2019: emotional literacy skills are embedded in teaching and learning plans from preschool to Year 2

2019:
ICT schoolwide design map is introduced to support teaching of the general capability Information and Communication Technology (ICT) From 2019: ICT skills are embedded in teaching and learning plans from preschool to year 2

From 2020: Teaching and learning of all | Deputy Principal and teacher leader coordinate process for embedding school's agreed approach to teaching ICT. This includes exploring the potential of technology to enhance parent engagement and maximise student learning | From 2018: PL to support teachers using Australian Curriculum resources for each capability:

-an introduction that describes the nature and scope of the capability, its place in the learning areas and its evidence base

-organising elements and sub-elements that underpin a learning continuum | The use of learning technologies is an integral part of the school's curriculum delivery

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. |
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	general capabilities are planned for, assessed and reported on	Principal monitors progress of the teaching and learning, assessment and reporting of each capability		
3.3 Improve teachers' capacity to align play pedagogies, dispositions and the general capabilities	2018: the school's agreed signature pedagogies are agreed and documented From 2019: the school's pedagogical design for teaching play is reviewed and implemented on an annual basis Teacher planning, teaching and assessment for learning, and reporting	Principal oversees the school's model for learning and development, including seeking community feedback and understanding	Relevant and Targeted PL is delivered on an annual basis. Review components of the Early Years Learning and Australian Curriculum frameworks Induction for new staff includes the school's model for learning and development	Teaching and learning cycles at LECS describe and demonstrate the nature and scope of play pedagogy, dispositions, and the general capabilities, the place of each in learning areas and the evidence base. The discrete and sophisticated elements of the signature pedagogies of Lyons Early Childhood School are drawn together and documented to support new staff induction and leading contemporary practice.

	identifies where the general capabilities offer opportunities to add depth and richness via the content elaborations			
3.4 Regularly review current strategic partnerships to evaluate whether these are having the intended impact in improving outcomes for students		1. Principal engages with P&C and school board to explore and implement creative and flexible approaches to sharing and partnering with parents of early childhood learners.		Partnerships are sustainable and have become an accepted part of the culture of the school and partnered organisation

Endorsements

School Principal

SIGNATURE

Name: TYPE NAME HERE

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Board Chair

SIGNATURE

Name: TYPE NAME HERE

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Director School Improvement

SIGNATURE

Name: TYPE NAME HERE

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